

RECEPTION LONG TERM PLANNING OVERVIEW

The topics we introduce are starting points for the children's play and learning and we are keen to develop topics following the children's interests and ideas. The topics that we cover are flexible and driven by the interests the children have in Reception. There are a lot of topic-linked learning opportunities available during child-initiated play, but the children are also able to access other resources if their interests and learning take them in other directions.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Themes	Marvellous me!	Why is it so dark?	Who can help us?	How does your garden grow?	Happily, ever after	What will the summer bring?
Predictable interests	<ul style="list-style-type: none"> All about me Family Growth and change 	<ul style="list-style-type: none"> Hibernation Winter/seasonal change Festivals and celebrations, bonfire night, Christmas, Diwali 	<ul style="list-style-type: none"> People who help us Our community Superheroes Vets/farms Dentist, oral hygiene 	<ul style="list-style-type: none"> Plants Growth, change and decay Bugs and minibeasts Baba Marta (Bulgarian festival – 1/3/22) 	<ul style="list-style-type: none"> Traditional tales Fantasy land: fairies, pirates, etc. 	<ul style="list-style-type: none"> Travel and transport Holidays Life in other countries
Texts	<p>Our Class is a Family by Shannon Olsen</p> <p>Only One You by Linda Kranz</p> <p>Mixed: A World of Colour by Arree Chung</p> <p>The Colour Monster by Anna Llenas</p>	<p>How to Catch a Star by Oliver Jeffers</p> <p>The Gruffalo by Julia Donaldson</p> <p>Funnybones by Janet and Allen Ahlberg</p>	<p>No Dragons for Tea Jean Pendziwol (Fire Safety)</p> <p>Meerkat Mail by Emily Gravett</p> <p>The Jolly Postman by Janet and Allen Ahlberg</p>	<p>Jasper's Beanstalk</p> <p>Errol's Garden by Gillian Hibbs</p> <p>Last Tree in the City by Peter Carnavas</p> <p>The Extraordinary Gardener by Sam Boughton</p> <p>Story of Pihzo and Penda</p> <p>Non-fiction texts</p>	<p>The Three Little Pigs</p> <p>Goldilocks and the Three Bears</p> <p>Little Red Riding Hood</p> <p>The Tiger Who Came To Tea by Judith Kerr</p>	<p>Handa's Surprise by Eileen Browne</p> <p>Lila and the Secret of Rain by David Conway</p> <p>Non-fiction texts, e.g. maps and leaflets</p> <p>Lost and Found by Oliver Jeffers</p>

Prime Areas	Communication and Language	<p>Early Learning Goals:</p> <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; • Make comments about what they have heard and ask questions to clarify their understanding; • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p style="text-align: right;">Speaking</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
	<p>On entry children, all children are screened using the Wellcomm tool kit. Individual targets are set for each child's next steps in Listening Attention and Understanding. Also, next steps are set for Speaking. Throughout the year staff work on developing each child's own individual targets in these areas. Children are assessed and the NELI intervention programme is delivered. ON GOING NEXT STEPS FROM NURSERY ARE CONTINUED TO BE WORKED ON IN RECEPTION</p>	
	Personal, Social and Emotional Development	<p>Early Learning Goals:</p> <p>Self-Regulation</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p style="text-align: center;">Managing Self</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; • Explain the reasons for rules, know right from wrong and try to behave accordingly; • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p style="text-align: right;">Building Relationships</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others; • Form positive attachments to adults and friendships with peers; • Show sensitivity to their own and to others' needs.
<p>When starting Reception each child is assessed in self-regulation and managing self and building relationships. The whole year in Reception we work on each individual child's starting point and plan opportunities to develop these aspects, for each individual child. Next steps are also produced for each child's health and self-care skills including toileting and feeding skills. ON GOING NEXT STEPS FROM NURSERY ARE CONTINUED TO BE WORKED ON IN RECEPTION</p>		
Physical Development	<p>Early Learning Goals:</p> <p>Gross Motor Skills</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others; • Demonstrate strength, balance and coordination when playing; • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p style="text-align: right;">Fine Motor Skills</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; • Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing. 	

		<p>On entry to Reception each child is assessed using Development Matters for PD. Individual next steps are then produced for each child's gross motor skills, fine motor skills, handwriting skills (pencil control, copying pre writing shapes and copying letters from their name). ON GOING NEXT STEPS FROM NURSERY ARE CONTINUED TO BE WORKED ON IN RECEPTION</p> <p>In Reception we also use the Lancashire Primary PE passport app which breaks down the fundamental movement skills into units of work and individual lesson plans. In the autumn term these skills are covered outside with a focus each week based on the learning objective for each fundamental movement skill each week. In the spring and summer term the PE lesson plans are used as a basis for each PE lesson.</p>			
Specific Areas	Literacy	<p>Early Learning Goals:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 33%; vertical-align: top;"> <p>Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate – where appropriate – key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. </td> <td style="width: 33%; vertical-align: top;"> <p>Word Reading</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. </td> <td style="width: 33%; vertical-align: top;"> <p>Writing</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that can be read by others. </td> </tr> </table>	<p>Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate – where appropriate – key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 	<p>Word Reading</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<p>Writing</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that can be read by others.
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		<p>Phases 2 & 3 (4&5 more able) phonics are taught throughout the whole year in Reception. Stories are read to the children every day as well as singing rhymes. Oral comprehension skills are practised throughout the year and vocabulary is developed with each interest/book. Morning writing (independent & daily), guided writing (weekly) and writing opportunities are available throughout continuous provision.</p>			
		<p>Recap on Phase 1 letters and sounds- mainly aspects 7. Begin phase 2</p>	<p>Phase 2 of letters and sounds- phase 3 are started for the children who are ready. Phonics is streamed throughout the reception unit</p>		
<p>Guided reading sessions (each child 1x weekly) + daily whole class guided story. See Key Learning for EYFS in CLL Individual 1:1 reading + reading games (linked to letters and sounds)</p>					
	Mathematics	<p>Early Learning Goals:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Number</p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number; • Subitise (recognise quantities without counting) up to 5; • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts </td> <td style="width: 50%; vertical-align: top;"> <p>Numerical Patterns</p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system; • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. </td> </tr> </table>	<p>Number</p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number; • Subitise (recognise quantities without counting) up to 5; • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts 	<p>Numerical Patterns</p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system; • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	
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	See EYFS Learning and Progression Steps for Reception Mastering Number								
Understanding the World	<p>Early Learning Goals:</p> <table border="0" data-bbox="392 335 2141 837"> <tr> <td data-bbox="392 335 996 837"> <p>Past and Present</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society; • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; • Understand the past through settings, characters and events encountered in books read in class and storytelling </td> <td data-bbox="996 335 1568 837"> <p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. </td> <td data-bbox="1568 335 2141 837"> <p>The Natural World</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants; • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. </td> </tr> </table>						<p>Past and Present</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society; • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; • Understand the past through settings, characters and events encountered in books read in class and storytelling 	<p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 	<p>The Natural World</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants; • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
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	Family history and the past – links to History	Processes in the natural world, e.g. seasons, etc. – links to Science Festivals, celebrations, beliefs – links to RE	Occupations and roles in society – links to PSHE	The natural world and observing it – links to Science and Geography	Understanding the past through stories – links to History	Countries of the world, different lifestyles, maps and globes – links to geographical development and historical development.			
As children’s fascinations are evident and when children are naturally inspired by events e.g. birthdays, changes in season, weather, mini beasts found, festivals/celebrations, new apps on the whiteboard etc., these will be explored and developed with the children linking to all aspects of understanding of the world.									
Expressive Arts and Design	<p>Early Learning Goals:</p> <table border="0" data-bbox="392 1181 2141 1388"> <tr> <td data-bbox="392 1181 1288 1388"> <p>Creating with Materials</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; • Share their creations, explaining the process they have used; • Make use of props and materials when role playing characters in narratives and stories. </td> <td data-bbox="1288 1181 2141 1388"> <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher; • Sing a range of well-known nursery rhymes and songs; • Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music. </td> </tr> </table>						<p>Creating with Materials</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; • Share their creations, explaining the process they have used; • Make use of props and materials when role playing characters in narratives and stories. 	<p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher; • Sing a range of well-known nursery rhymes and songs; • Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music. 	
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These skills are on-going all year round. Opportunities are provided for art and designing and making. Individual next steps are produced to accelerate the progress in each child’s learning. Being imaginative are covered all year. Weekly music sessions following the Charanga web scheme									

		<p>Artist focus: <i>Michelle Reader</i> Junk modelling, art with found objects</p>	<p>Artist focus: <i>Jackson Pollock</i> Rolling conkers, splattering fireworks</p>	<p>Artist focus: <i>Piet Mondrian</i> Straight line cutting, squares and rectangles</p>	<p>Artist focus: <i>Wassily Kandinsky</i> Cutting around shapes, circles and squares</p>	<p>Artist focus: <i>Vincent van Gogh</i> Sunflowers, growing, observational drawings</p>	<p>Artist focus: <i>Henri Matisse</i> Repeating patterns</p>
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Ideas: Visit a pumpkin patch (October), ride a bus (Summer 2),